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ABSTRACT

The workbook briefly outlines curriculum development with an emphasis on Native American curriculum materials. Written in conversational style, it contains very basic information and examples regarding: the scope, sequence, and definition of curriculum; how curriculum materials get into the educational system; and a 5-step curriculum development process (soliciting community involvement; writing learning objectives; integrating Native American content with academic skills; evaluating curriculum product; disseminating the curriculum into the educational system). A briefly stated curriculum development guide and checklist are included. The appendix contains sample field test, bench test, and evaluation forms as well as descriptions of how to organize public meetings and write performance objectives. (SB)

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DEVELOPMENT OF NATIVE AMERICAN CURRICULUM

written by JOAN LAFRANCE & NEAL STARKMAN

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United Indians of All Tribes Foundation
Community Educational Services

RC 011 4

DEVELOPMENT OF NATIVE AMERICAN CURRICULUM

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Development of Native American Curriculum

This is a workbook representing the collective experience of the United Indians of All Tribes Foundation Curriculum Development program. We have been developing curriculum products with Native American content for several years. The process outlined in this workbook relates specifically to Native American curriculum; and so curriculum development programs like ours, which focus on Indian content, should find it especially worthwhile. We have learned this process through our experiences in developing Native American curriculum, and we apply the process to our present efforts. We hope you find it useful.

Our program has been funded by a grant from Part B of Title IV, the Indian Education Act.

Objectives of Workbook

After reading this workbook, the student will be able to do the following:

1. Write a definition of "curriculum" to include more than just a book or set of books.

2. Write a definition of "scope," "sequence," and "basal series" as these apply to curriculum.

3. List the five components of the curriculum development process.

4. List four ways in which a community can contribute to an educational project.

5. Write a measurable learning objective.

6. List three activities in the curriculum development process.

7. Write a definition of cognitive and affective evaluations.

8. Write a definition of "Pilot Test," "Bench Test," and "Field Test."

9. List five ways to disseminate material.

10. Apply the process to instructional programs.

I. What is Curriculum?

Here are two definitions:

1. "The formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school." Curriculum Improvement and Decision Making and Process, Ronald C. Pull, Allyn and Bacon, Inc., 1978.

2. A particular course of study, often in a special field.

Another definition:

3. All of the planned experiences provided by the school to assist people in attaining, to the best of their abilities, the designated learning outcome.

Don and Mary Ellen Kramer, curriculum developers, from Crown Point, New Mexico, suggested a way of looking at curriculum which we think is valuable. Curriculum can be thought of as a "route" by which a student gets from one place to another. It is a route for movement. The first task is to decide where the students are, the second task is to determine the direction they should go. Decisions are based on the needs of students and the community.

Curriculum is the route. "Curriculum products" -- books, worksheets, movies, a lesson plan -- are a means of helping the student travel that route. Curriculum should involve:

1. meeting the needs of the student and the community. (note: the needs may be different)

2. establishing a learning plan based on these needs.

3. selecting products and procedures which facilitate implementation of the plan.

An example:

1. Needs of the student and the community -- Learning about their community is a first step in learning about social studies.

2. A learning plan -- In kindergarten, the students will learn to identify people and important places in their community.

3. Products and procedures which facilitate implementation of the plan -- Go on field trips, meet community people, police, fire fighters and tribal council, participate in small group discussions.

II. What are Scope and Sequence?

Two words which frequently appear in the curriculum developer's vocabulary are "scope" and "sequence." These two words can suggest complicated charts, narratives, and graphs, frightening to the non-professional. These items represent ideas which are not really difficult to understand.

If we continue to think of curriculum as a route, then "scope" describes the length of the route. How far will the student travel along the route? How much of the subject is to be mastered? What is the range of the learning? Many schools determine the scope of "reading," for example, by setting criteria for comprehending the written English word and reading aloud.

"Sequence" is the order of learning tasks along the route. Where does the student begin? What prior knowledge is needed? What skill or mental processes are needed? What steps must be taken, and in which order, to reach the end? How does the student proceed from one step to the next? Often, the sequence is obvious. In learning to read the English language, it is necessary for students to have a prior knowledge of listening and speaking. Sightwords are identified, then sounds are identified with letters, next comes vowels and consonants, then short vowels, etc. Most schools have determined that they need to teach the following areas:

1. Language arts -- how to listen, speak, read and write. Usually reading is mistakenly considered not a part of language arts.

2. Mathematics -- how to add, subtract, multiply and divide.

3. Social Studies -- learn about community, state, nation and world.

4. Science -- biology, geology, chemistry, physics, etc.

5. Music, physical education, art, etc.

Many school districts define the scope and sequence of their curriculum in written documents. These guides are written for each grade and subject area and are often written in "educationese." Commercial publishers develop a scope and sequence for their series of books in reading, social studies, etc. It's helpful to get copies of these types of documents. They may appear complicated, but they can be very useful to the Indian curriculum developer.

III. How Curriculum Materials get into Educational Systems

Many schools depend on commercially published curriculum products. Large publishing companies are capable of providing products as well as the entire curriculum plan for a broad subject area like language arts. This plan and the products which facilitate the plan are often called a "basal series," a series of basic books (or tapes or lesson plans) taking the student along the scope and sequence of a certain subject area. Examples of such basal series are "Basics in Reading" by Scott, Foresman and Co., and the "720" series by Ginn and Co.

So, these companies supply schools with curriculum products, and they also provide the curriculum routes. Since they seek to reach the largest number of clients possible (publishing is a profit-making business), the companies publish products which appeal to a vast majority. Minorities are often left with little but token representation. The products neither relate to their experiences nor do the products relate their experiences to others.

You can use this to your advantage. Teachers are always looking for extra materials. As thorough as the commercial publishers try to be they can't handle every request. For instance, some students are better readers and need more material than others on a particular subject. Other students may be more visually oriented and would benefit from a film strip on the same subject.

As an example: When fourth graders are studying about the area they live in, books with maps describing the location of their tribe and explaining the distinct culture of their tribe would fit right into the social studies curriculum.

A slideshow about your reservation would fit into the basal social studies presentation and more than likely be easily accepted by teachers.

For more information on how to get materials into the classroom see the dissemination section of this book.

IV. Components of a Curriculum Development Process

The curriculum development process should have a number of components. Each component is essential to the development of a complete curriculum. The components are:

A. Soliciting community involvement and active participation.
(see page 9)

B. Describing the curriculum in observable terms.
(see page 10)

C. Integrating Native American content with academic skills.
(see page 11)

D. Evaluating the products for their effectiveness in meeting defined objectives.
(see page 14)

E. Disseminating the curriculum into the educational system.
(see page 16)

A. SOLICITING COMMUNITY INVOLVEMENT AND ACTIVE PARTICIPATION

Ideally, curriculum reflects the cultural values of the community being served by the schools. Minority communities are not properly represented in commercially developed curriculum. For this reason, most minority groups are beginning to develop curriculum appropriate to their communities and integrating it into schools.

This is precisely the objective of Indian curriculum development programs. However, to insure proper development, Indians must identify and use appropriate mechanisms to make certain that the developed curriculum reflects the characteristics of the community and the educational needs of Indian students.

There are different ways to involve the community in curriculum development. Your program may use any number of these ways, or add some of your own.

1. A good way to start is with a Needs Assessment. Go to the community to determine their needs and desires. You must first define your community. Who are their representatives? Once the community has been defined, you can administer a survey, hold a public meeting, arrange a discussion with elected leadership, or select a combination of these and other strategies.

2. Use the knowledge of the community members as primary resources for curriculum content.

3. Conduct an ongoing review of curriculum development. This can be done through a committee which meets regularly with staff, sets priorities for development, and reviews development. This committee should be representative of the community and also be accountable to the community. The committee may review curriculum materials already being used in the schools as well as develop new materials.

4. Have the community sanction completed curriculum. If your community has an official body such as a Tribal Council, Indian School Board, etc., they should be able to approve and officially recognize your products. For information on the new copyright law and copyright application forms write:

   Copyright Office
   The Library of Congress
   Washington, D. C. 20559

All resource people should sign an approval form for any material you might use. Be aware that resource people may put limitations on the use of their materials. For example, they might insist that only members of their tribe can use the information or that legends may be told only at certain times of the year. Once your product is completed always let resource people see how you have used their information.

B. DESCRIBING THE CURRICULUM IN OBSERVABLE TERMS

Writing learning objectives is a critical step in curriculum development. The objectives guide you in developing the scope and sequence of your curriculum. They may be fairly general (like goals) in the first stages of your research, but they will give you direction. As you progress, the learning objectives should become increasingly clear to all people working on the product.

All curriculum should lead to learning. All curriculum should be relevant to the learner. It is important to describe the learning that is intended. This is accomplished by formulating "Learning Objectives" (or performance objectives) which can be understood by anyone wishing to use the curriculum.

The learning objectives define the performance expected on the part of students after they have been exposed to the curriculum product. They simply tell us what the student will learn, and how we know they have learned. The objectives are written in terms of student performance which can be observed.

There are several advantages of listing learning objectives in the beginning stages of product development:

1. The objectives guide the construction of the product.
2. They establish the foundation for teachers' instruction and/or guides.
3. They let the students know what they are expected to do.
4. They form the basis for an effective evaluation design.

Following are examples of learning objectives written for Suquamish Today, a United Indians of All Tribes Foundation product. After reading the book Suquamish Today the student will be able to supply correct answers to a test using fill-in, multiple-choice, and open-ended questions such as:

1. define a Reservation as the home of an Indian people.
2. list ways in which the Suquamish people used canoes years ago and use canoes today.
3. trace on a map the route from Seattle to the town of Suquamish.
4. identify Chief Sealth as a famous Suquamish leader.
5. discuss reasons a person would like to visit the Port Madison Reservation.
6. identify the Tribal Council as the governing body of the Reservation.

C. INTEGRATING NATIVE AMERICAN CONTENT WITH ACADEMIC SKILLS

Schools have, once again, placed major emphasis on the teaching of basic skills. The primary goal of curriculum materials should accomplish the task of teaching these skills. This is true of all curriculum including Indian materials. For example, the student still receives practice in a reading skill whether the material read is Indian-related or not. The major difference between our curriculum products and others is the content.

Let's refer to some of the learning objectives for the book Suquamish Today. One objective requires the student to "trace on a map the route from Seattle to the town of Suquamish." Another asks the student to identify the Tribal Council as the governing body of the Reservation. Both of these objectives are Indian-oriented, but each one teaches a social studies basic skill -- map reading and identification of forms of government.

Researching the scope and sequence of subject areas and consulting teachers and other educators are necessary steps to smoothly integrate Indian content with basic academic skills. The ultimate goal of this integration is incorporating Indian subject matter into schools' existing curriculum. Indian curriculum should teach basic skills, and be essential to the education of all students.

Curriculum development, then, involves the three major activities:

1. Identifying the Native American content:

   What is it that students will learn about Indians? Native American content may include legends, history of a tribe, language of a tribe, government of a Reservation, profiles of Indian leaders, Indian values, etc. Usually the initial content ideas are broad, such as "history of the tribe." It will be necessary to break this broad concept into a planned sequence of content so the project will be manageable. A sequence for "history of the tribe" could be:

   a. Description of life in pre-contact times.
   b. Oral tradition of tribes.
   c. Location and organization of tribe at time of contact with Europeans.
   d. Time and circumstances of treaties.
   e. Reservation adjustment.
   f. Government policies affecting Reservation life.
   g. Current organization of tribe and location of Reservation.
   h. Current issues of importance to tribe.

2. Defining the academic skills taught through the curriculum.

The skills are related to subject areas such as language arts, social studies, art, music, physical education, or mathematics. However, some curriculum combines several subject areas. If we use the Native American content example of "history of the tribe," the following examples of skills might be taught in the unit:

a. Time reference.

b. Cause and effect in history.

c. Map interpretation.

d. Role of governments.

e. Special vocabulary.

The sophistication of the skills is dependent on the age or grade level of the student. The tribal history unit might complement a state history social studies curriculum.

3. Combining the content and skills into a curriculum product.

The product should be attractive to students and teachers. If the students are to learn the curriculum, it should suit their learning styles. Since students have different needs, some learn from movies or filmstrips while others find books and printed matter easier to deal with.

The type of curriculum developed will depend on what type of learner you are trying to reach. No one product will be totally appropriate for all students. However, no product should be considered unusable with a group until it has been tested. Many times students can do work that you might consider too difficult if the activities are geared to their learning styles. Many products should be considered -- books, films, filmstrips, study cards, kits, etc. All products should include appropriate teaching guides.

D. EVALUATING THE PRODUCT FOR ITS EFFECTIVENESS IN MEETING DEFINED OBJECTIVES.

Product evaluation often takes two forms -- "cognitive" and "affective." Both are usually necessary to determine if a curriculum product -- movie, book, workshop -- is an effective educational tool.

A cognitive evaluation measures to what extent the product meets its learning objectives; it measures what is learned. Most "tests" in school are cognitive. Examples of cognitive questions for evaluating a book on the Suquamish Indians are:

1. What Chief of the Suquamish Indians gave Seattle its name?
2. Explain how the Suquamish Indians' dwellings related to their family structure.
3. List two ways in which the Suquamish used animals, other than as food.

An affective evaluation measures what the product's users felt about the product. There are no "wrong" or "right" answers on an affective evaluation. Examples of affective questions for evaluating a book on the Suquamish Indians are:

1. How useful was the book to you?
2. Was the book easy to use in terms of its size, print, and lay-out?
3. List some suggestions for improvement of the book.

Cognitive is cognition, thinking, learning. Affective is affections, emotions, feeling.

Just as there is a curriculum development process, so there is a product evaluation process. This process usually consists of the following five steps:

1. Determine the objectives of the product.
2. Identify the intended audience of the product. Are they Indians or non-Indians? Boys or girls? Urban or rural? Second-graders, fifth-graders, or high-school students? What is easy to understand for some is too difficult for others.
3. "Pilot-test" the product. Before the product is in its final state, give it to a few students (or whomever the product is intended to reach) as an informal learning exercise. This initial testing can often tell you if, for instance, the vocabulary in your product is too difficult for your intended audience.

4. "Bench Test" the product. When the product is almost in its final state, give it to three or four experts in the field, e.g., professional curriculum developers, social studies teachers, tribal historians. They will be able to advise you on technical matters, often using their experience and knowledge to suggest more effective ways of "getting your message across."

5. "Field Test" the product. When the product is completed, test it on its intended audience. Give the audience a pre-test (before they experience the product) to determine their knowledge, and a post-test (after they have experienced the product) to determine their knowledge. The pre-test and the post-test may be identical.

   For instance:

   Step one: Students take pre-test on their knowledge of the Suquamish Indians.

   Step two: Students read Suquamish Today.

   Step three: Students take post-test on their knowledge of the Suquamish Indians.

It is important to give both pre- and post-tests. You give the pre-test to find out where the students start, what they know already. You give the post-test to find out where the students end, what they know after experiencing your product. You then compare each student's pre- and post-tests to see how much they improved. You will then be able to say, "The audience increased their knowledge in these subject areas as a result of using this curriculum product."

Pilot, Bench and Field tests should incorporate both cognitive and affective evaluations. It is essential that the evaluation of the product be based on the product's defined objectives.

Activities in parts C and D do not necessarily occur in chronological order. All are essential to developing a product.

E. DISSEMINATING THE CURRICULUM INTO THE EDUCATIONAL SYSTEM

No curriculum is of value if teachers are not using it in the classroom. Dissemination is a word employed by educators to describe the process by which curriculum is spread throughout an educational system.
Dissemination: "to spread abroad as though sowing seed."

Dissemination begins as soon as you make contact with people about your product. You are informing them about it and disseminating the ideas behind it.

You may at the beginning of your project wish to initiate a more formal dissemination. Contact parties that might be interested: educators, publishers, and educational organizations. Invite their suggestions in developing the curriculum. When you are finished with the project, you will have already established channels through which you can disseminate it. People are more likely to use and to be enthused about curriculum if they have had some input or if they have been kept informed during the development process.

If you are selling your curriculum for profit or for printing costs, reserve a few free copies to send to people who are in positions of influence or who can get the curriculum directly into the school system.

The following is a list of individuals, organizations, and programs that you might wish to include in your dissemination plan:

1. Commercial Publishers

   Write query letters to commercial publishers, soliciting their interest in your project. Not all curriculum has a broad enough appeal to make it a good financial risk for commercial outlets. However, if you feel the curriculum you've developed could be widely distributed, commercial publication removes problems of production and production risks.

2. Indian Leaders and Educators / Indian Organizations

   Get influential Indian leaders, educators, and organizations to endorse your curriculum.

3. State Office of Education

   Identify the people in the state education office who disseminate curriculum, and establish a working relationship with them.

4. Local School System

   Meet with school personnel, especially personnel in Indian education programs, and school board members, and request their assistance in dissemination.

5. Teacher Organizations

   Research different teacher organizations (e.g., National Council for the Social Studies) for ways to introduce or advertise your curriculum through their conferences, newsletters, or member lists.

6. In-Service Training Programs

   Develop in-service training programs for teachers through the school system and/or local college or university. Use training as a means of disseminating your curriculum.

V. Curriculum Development -- Guide

* Define the Indian community your curriculum represents.
* Determine the needs of this community.
* Decide how this community will contribute to your curriculum development.
* Define the community and/or school system that will use your curriculum.
* Decide how this community will contribute to your curriculum development.
* Define the Native American content for the curriculum.
* Define the basic academic skills for the curriculum.
* Write some general goals for the curriculum product.
* Develop measurable learning or performance objectives that will be met by the product (state these in terms of what the student will do after exposure to the curriculum).
* Decide how you will research information for the Native American content and basic academic skills addressed by the curriculum.
* Determine who on your staff or in your community can do the necessary research.
* Decide the age or grade for which the curriculum is intended.
* Define which type of product or products you will develop (books, worksheets, slide presentation, film, etc.).
* Identify who will do the production.
* Determine the evaluation plan for the curriculum.
* Identify who will implement the evaluation.
* Determine the dissemination plan for the curriculum.
* Identify who will implement the dissemination.
* Continually check all procedures (via timelines, reports from staff members, etc.).

Curriculum Development -- Checklist

PERSONNEL:

1. Staff -- Have duties been defined?
   Are qualifications consistent with duties?

2. Community -- Are contributors representative of community?
   Are they contributing in every phase of the project?

PROCESS:

1. Philosophy -- Who is the intended audience?
   What are the over-all goals of the project?

2. Development -- How is the product written (taped, etc.)?
   What is the structure of the product?

3. Technical Production -- How is the product designed?
   How will the product be reproduced?

4. Evaluation -- How understandable is the product?
   How useful is the product?

5. Dissemination -- How will people know about the product?
   How will people obtain the product?

CONTENT:

Native American Cultures -- What cultures will be included?
   What topics will be included?

GENERAL:

1. Is there enough structure in the project so that workers are accountable for their responsibilities?

2. Is there enough flexibility in the project so that changes can be made when necessary?

3. Are workers competent? accessible? motivated? paid?

4. Does every worker have opportunities for making suggestions and criticisms? for receiving feedback?

APPENDIX

PUBLIC MEETINGS

Holding a Public Meeting serves two basic purposes:

1. It sets up a mechanism for you to get in direct contact with your community; and

2. It provides current information upon which you can base your programs.

For instance, United Indians of All Tribes Foundation held a Public Meeting on January 18, 1977. There were five basic considerations: the place and time; the invitations; the publicity; the format; and accessory material.

1. A place was rented which would hold 200 people. It was near a major university and accessible to the community. A time during the week and early in the evening was set so that working people and children would be able to attend without losing their weekend.

2. An invitation list was compiled. It consisted of Indian families in the community, school officials, newspaper editors, community center managers, staff and board members, city officials, and leaders in the vicinity who had previously shown an interest in Indian issues. In addition, staff members were asked to submit names of people they thought should be invited. An invitation letter was composed on letterhead.

3. Besides the invitations, arrangements were made, weeks in advance, with four local newspapers, five local radio stations, and various social-service agencies around town. Posters were put up in strategic locations.

4. Format. The meeting consisted of a series of speakers who volunteered to give a five-minute speech before the entire audience. Since many people hesitate to speak before crowds but nevertheless have important things to contribute, small discussion groups were created after the speakers concluded their remarks. We rented another area for the small discussions. The discussions were led by one speaker and one staff member, who reported back to the full assembly.

5. Accessory material. Attendance sheets were passed out. Surveys relating to the needs assessment were distributed, and stamped envelopes were provided for those who preferred to fill out the survey at home or to pass it along to others. Two local Indian leaders were asked to offer prayers, and staff members were assigned duties at the meeting. Thank-you notes were sent to all speakers the following day.

The key word is planning. Invitations, publicity, many of these things have to be determined at least two months in advance. This process helps you to keep in touch with the community you serve.

Writing Performance Objectives

I What are performance objectives?

A. Performance objectives should accomplish three things:

1. Identify what students will be able to do when they have achieved the objective.

2. Indicate under what conditions the student will be able to do it.

3. Specify to what extent the pupil will be able to perform.

II Identify objectives in terms of pupil performance.

A. Which of the following statements is stated in terms of pupil performance? (Check one)

_____ 1. The student will have a good understanding of the letters of the alphabet, A through Z.

_____ 2. The student will be able to pronounce the names of the letters of the alphabet, A through Z.

Does the one you selected tell you what the pupil will be able to do when they have achieved the objective? The second statement does this. The first statement is unclear -- it does not tell us what the pupil can do with their understanding the alphabet.

B. Now try another pair of statements. Which one is expressed in terms of pupil performance? (Check one)

_____ 1. The student will have an adequate comprehension of the mechanics of punctuation.

_____ 2. Given a sentence containing an error in punctuation, the student will correct the mistake.

Again, the second statement tells us what the pupil will be able to do. The first statement does not tell us what the pupil is doing as a result of comprehension.

But isn't a pupil who is comprehending something doing somthing? Isn't intellectual performance an acceptable kind of student behavior? Of course, but mental activity, as such, is not directly observable and therefore, not measurable. The instructional objective must indicate what pupil is doing and this activity must be observable. This means simply that some performance that is observable will have to stand for or represent the intellectual performance we have in mind.

C. Now try an example to clarify this point. Is the following a measurable behavioral objective?

To have students know the writing style of Vine Deloria.

_____ yes _____ No

If you answered yes, what evidence do you have to decide whether the student actually knows?

The correct answer should have been no.

A more useful behavioral objective might be written as follows: Given ten pairs of short prose passages -- each pair having one selection by Deloria and one by a different author -- the student is able, with 90% accuracy, to choose the ten selections written by Deloria.

This tells us what the pupil will be able to do.

III The conditions of performance must be a part of objectives.

The following instructional objective is stated in terms of pupil performance:

> The student will be able to pronounce the names of the letters of the alphabet, A through Z.

But what about the conditions under which this performance occurs? Does the statement tell us whether the pupil is to do this at sight or from memory? If from sight, will they be shown capital letters, lower-case letters, or a combination? Will the letters be in regular sequence or in random order? It is obvious that the conditions mentioned differ substantially; without stating which conditions apply, the performance objective is not clear.

Which statement sets forth the conditions under which a certain kind of performance takes place? (Check one)

_____ 1. Given the Dolch list of the ninety-five most common nouns, the student will be able to pronounce correctly all the words on the list.

_____ 2. The student will be able to pronounce correctly at least 90% of all words found in most beginning reading books.

The first statement is the most clear; it describes the conditions under which a certain kind of performance takes place.

CHIEF SEALTH AND HIS PEOPLE

Field Test

date_____
school_____
___student read book alone
___book read to student
___other_____
___age ___grade
___Indian ___non-Indian

___student writing test
___student taking test orally
___alone ___with help

1. The city of Seattle was named after
   (a) an Indian Chief
   (b) an explorer
   (c) an Indian woman

2. The Suquamish Tribe lived in
   (a) tepees
   (b) wooden houses
   (c) caves

3. The Suquamish used animals for
   (a) clothing
   (b) tools
   (c) both of the above

4. What was the most important food for the Suquamish? _____

5. Are the Suquamish still alive today? _____

6. If you went to a Potlatch, what are some things you might do there?
   (a)_____
   (b)_____
   (c)_____

7. What happened to Chief Sealth and his people after Europeans settled on their land?

_____
_____
_____
_____
_____

INDIAN READER EVALUATION FORM
FOR STUDENT

Name of School_____ Your age _____

Date of Reader_____ Your grade_____

PLEASE CIRCLE THE LETTERS BELOW WHICH APPEAR NEXT TO YOUR ANSWER. PLEASE CIRCLE ONLY ONE LETTER PER QUESTION. ASK YOUR TEACHER IF YOU DO NOT UNDERSTAND.

1. Did you enjoy the Indian Reader?
   (a) Yes, a lot
   (b) It was O.K.
   (c) No, not very much at all

2. Did you find that you talked with other students about things in the Reader after using it?
   (a) Yes, a lot
   (b) Some
   (c) No, not very much at all

3. Did you find that you talked with your parents about things in the Reader after using it?
   (a) Yes, a lot
   (b) Some
   (c) No, not very much at all

4. How useful did you find the Reader?
   (a) Very useful
   (b) Pretty useful
   (c) Not very useful at all

5. How much do you think the Reader has helped you in English or math?
   (a) A lot
   (b) Some
   (c) Little or not at all

6. What do you think about how the Reader looks?
   (a) Looks pretty nice
   (b) Looks O.K.
   (c) Doesn't look that nice

7. Were you able to understand the stories and articles in the Reader?
   (a) They were generally too difficult
   (b) They were O.K.
   (c) They were generally too easy

UNITED INDIANS OF ALL TRIBES FOUNDATION

Bench Test

Name_____ Product_____

Date You Experienced Product _____

Date Your Are Evaluating Product_____

1. Did the product meet all its objectives? _____ Yes _____ No

   If not, which ones did it not meet?

   How might these be met?

2. What grade level would be optimum for the product?

3. What improvements could be made in the physical appearance of the product to make it handier or more attractive (color, binding, size, type, e.g.)?

4. How relevent is the product to Indian students?

5. How relevant is the product to non-Indian students?

6. Please list any improvements you think could be made in the product (clarity, pictures, philosophy, tone, whatever).